DOCUMENT RESUME

ED 328 652 UD 027 914

TITLE	Dropout Rates in Massachusetts Public Schools: 1989.
INSTITUTION	Massachusetts State Dept. of Education, Quincy. Bureau of Research, Planning, and Evaluation.
PUB DATE	Oct 90
NOTE	49p.; Publication #16480.
PUB TYPE	Statistical Data (110) -- Reports - Research/Technical (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Dropout Characteristics; *Dropout Rate; Ethnicity; *Geographic Distribution; High Schools; Minority Group Children; *Racial Differences; School Statistics; Secondary Education; *Sex Differences; State Surveys; Urban Schools
IDENTIFIERS	*Massachusetts

ABSTRACT

This report summarizes information about students who dropped out of Massachusetts public schools during 1989 and provides comparative dropout data from the 1987 and 1988 surveys. Both the annual dropout rate and the projected 4-year dropout rate are presented. The annual rates describe the percentage of students who drop out in a given year and are reported by the following breakdowns: (1) by grade; (2) for a range of grades (9-12); (3) by gender; (4) by race/ethnicity; (5) by kind of community; and (6) by program area. The projected 4-year rates estimate the percentage of ninth graders who may not graduate in 4 years. The following findings are reported: (1) the 1989 annual dropout rate was 4.9 percent; (2) the 1989 estimated 4-year dropout rate was 18 percent; (3) the annual dropout rate and the estimated four-year dropout rate decreased between 1988 and 1989 due to a decrease in the number of dropouts in urban schools; (4) annual dropout rates by school ranged from as low as 0 percent to over 26 percent; (5) the highest percentage of students dropped out in grades 10 and 11 (5.7 percent and 5.6 percent, respectively), while the lowest percentage (3.6 percent) dropped out in grade 12, and 4.4 percent dropped out in grade 9; (6) 5.3 percent of males and 4.5 percent of females dropped out; (7) 14.1 percent of Hispanic American students, 9.2 percent of Black students, 7.8 percent of Native American students, 4.7 percent of Asian American students, and 4 percent of White students dropped out; (8) dropouts were most prevalent in urban schools; and (9) 5.5 percent of students enrolled in vocational-technical programs and 7.4 percent of special needs students dropped out. Statistical data are presented in 12 tables and 7 graphs. (FMW)

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The Office of Planning, Research and Evaluation
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Publication # 16480
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Dropouts Rates in Massachusetts: 1989
Summary of Findings

Annual Dropout Rate

A total of 11,855 public school students enrolled in grades 9-12 dropped out of school during the one year period between July 1, 1988 and June 30, 1989. This represents an annual dropout rate of 4.9%.

Projected 4-Year Dropout Rate

Although the annual dropout rate was 4.9%, the cumulative effect over several years results in a large number of students who do not complete high school. It is estimated that 18% of the students who entered the ninth grade in 1988 may not graduate in 1992, if current dropout rates remain the same.

Changes in the Dropout Rate

There were 2,128 fewer dropouts in 1989 than in 1988. As a result, the annual dropout rate decreased from 5.4% in 1988 to 4.9% in 1989. The decrease in the dropout rate over the two year period was primarily due to a decrease in the number of students dropping out of school in urban areas. There were 1,189 fewer dropouts in urban areas in 1989 than in 1988. The decline of the annual dropout rate also resulted in a decrease in the projected 4-year dropout rate from 20% for the Class of 1991 to 18% for the Class of 1992.

Distribution of Dropout Rates by School

Annual dropout rates by school ranged from as low as 0% to over 26%. While over half of the high schools in the Commonwealth had annual dropout rates below 3.0% (median), rates exceeded 10% in thirty schools. In the schools where rates exceeded 10%, it is estimated that one-third to one-half of the Class of 1992 may not graduate.

Dropout Rates By Grade

The highest percentage of students dropped out of grades 10 and 11 at 5.7% and 5.6% respectively. The lowest percentage of students (3.6%) dropped out in the twelfth grade, while 4.4% dropped out of the ninth grade. The ninth grade dropout rate is cause for concern since most ninth graders are only 14 or 15 years old. Consequently, since dropouts must be 16, it is reasonable to speculate that the students who dropped out of the ninth grade were retained in grade sometime during their school experience.

Dropout Rates By Gender

The percentage of males who dropped out (5.3%) was higher than the percentage of females (4.5%). If these rates remain the same over the next few years, 20% of the males and 17% of the females in the Class of 1992 may not graduate.

Dropout Rates By Race/Ethnic Group

The percentage of Hispanic students who dropped out (14.1%) was highest among the various racial/ethnic groups, followed by black students (9.2%), Native American students (7.8%), Asian students (4.7%) and white students (4.0%). In terms of projected 4-year dropout rates this means that 45% of Hispanic students and 32% of black students may not complete high school. In contrast, 15% of white and 17% of Asian students may not graduate. While dropout rates by race/ethnicity vary widely, the differences narrow dramatically in communities where the socioecomic characteristics of the residents are reasonably homogeneous.

By Kind of Community

Dropouts were most prevalent in urban centers where the annual dropout rate was 8.0%, or a projected 4-year rate of 28%. While students in urban centers represented 41% of the statewide enrollment in grades 9-12, they accounted for 68% of the dropouts. In contrast, dropouts were least prevalent in residential suburbs (1.3%), resort/artistic/ retirement communities (2.0%), and ecomomically developed suburbs (2.3%). Relative to suburban areas, a higher percentage of students dropped out of small rural communities (3.5%), growth communities (3.9%) and rural economic centers (3.9%).

By Program

A total of 1,710 students enrolled in vocational-technical high schools dropped out, representing a dropout rate of 5.5% for that population. A total of 1,799 students with special needs dropped out, representing a dropout rate of 7.4%.

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Introduction

There was a time when a high school education was not essential to becoming a productive citizen and enjoying a relatively successful life. Today, however, not graduating has serious consequences for dropouts, as well as their families and society. As a result, concern about public school dropouts has increased considerably in recent years, bringing with it the need for increased information about the scope of the problem. In response, the Department of Education, under the authority of the *Massachusetts Public School Improvement Act of 1985 (Chapter 188)*, conducts an annual survey of the state's public schools to determine the number of students who drop out. The survey also requests information on other important educational indicators such as attendance, suspensions, exclusions, truancies and the plans of high school graduates.

> **In Massachusetts, dropouts are defined as students 16 or older who leave school prior to graduation for reasons other than transfer to another school.**

This report is designed for policy-makers, educators, advocates, parents and other parties interested in ensuring the educational success of all Massachusetts public school students, as well as those responsible for assessing community needs for adult basic education programs and related literacy and training services. The report summarizes information about students who dropped out during the 1989 annual reporting period, and provides comparative dropout data from the first two surveys on dropouts conducted in 1987 and 1988. While the findings show that there was a slight decline in the statewide dropout rate between 1988 and 1989, the number of students dropping out in urban areas remains sufficiently high to cause alarm.

Specifically, the report focuses on providing answers to the following questions:

(1) What is the dropout rate?
(2) When do students dropout?
(3) Who are the dropouts?
(4) How has the dropout rate changed over the past few years?

While this report does not suggest solutions to the dropout problem, those interested in information about dropout prevention can refer to the Department's recent publication, *Changing Schools and Communities: A Systemic Approach to Dropout Prevention*. The report addresses the root causes of why students drop out, and suggests fundamental changes in school organization, policy and practice.

About Dropout Rates

Two types of dropout rates are presented: the annual dropout rate and the projected 4-year dropout rate.

> Annual dropout rates describe the percentage of students who drop out in a given year. Annual rates are reported by grade, for a range of grades (grades 9-12), by gender, by race/ethnicity, by kind of community (KOC), and by program area.[1] The annual dropout rate is important because it measures how many students leave school during a specific one year period, and allows us to make annual comparisons. It also helps to pin-point when students drop out.
>
> Projected 4-year dropout rates estimate the percentage of ninth graders that may not graduate in four years. Projected 4-year dropout rates are higher than annual dropout rates because they represent the cumulative effect of several years of students dropping out.

About State and National Comparisons

There is wide variation in how states define dropouts and calculate dropout rates. Inconsistencies exists on such issues as whether students below the legal school-leaving age are identified as dropouts, as well as the annual period and grade span over which dropouts are counted. Consequently, this report does not compare dropout rates in Massachusetts to those reported by other states. However, anyone interested in national estimates of the dropout problem can refer to *Dropout Rates in the United States: 1988*, published by the National Center for Education Statistics (NCES), United States Department of Education. Selected national dropout statistics are provided in Appendix A.

In response to the need for a nationally uniform definition of a dropout, Massachusetts is one of 28 states currently participating in a field test, conducted by the United States Department of Education, to collect comparable and accurate national dropout data. Massachusetts school districts taking part in the study are: Boston, Brockton, Easthampton, Fall River, Greater Lawrence Vocational-Technical, Fitchburg, Leominster, Lynn, Pittsfield and Quincy.

If a national definition is adopted, Massachusetts will have to change its process, slightly altering how dropouts are currently counted. The two major changes are anticipated: (1) the annual reporting period will change from a spring cycle to a fall cycle, and (2) no age limitation will be placed on who can be classified as a dropout.

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[1] KOC is a scheme that classifies Massachusetts cities and towns into seven categories. The scheme is based on 15 socioeconomic and demographic attributes. A KOC listing by city, town and regional school district appears in Appendix D (inside cover).

Organization of the Report

Section I describes annual dropout rates, while Section II focuses on projected 4-year rates. For each type of rate, data are presented on the number and percentages of dropouts, the characteristics of the dropouts, and how the rate has changed over time. Section III provides brief snapshots of Massachusetts school districts where dropout rates have declined over the past two years. Section IV provides technical information and Section V a summary of national dropout data. Sections VI and VII list annual dropout rates by school and projected 4-year dropout rates by school district.

Section I: Annual Dropout Rates

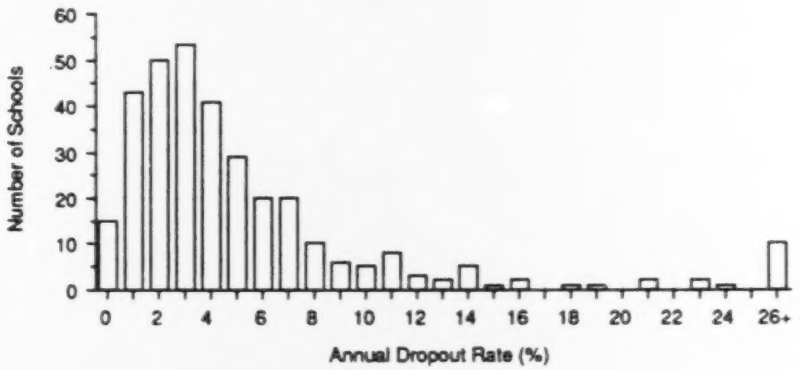
Statewide Annual Dropout Rate

Statewide, 4.9% of all ninth to twelfth graders dropped out of Massachusetts public schools during the 1989 reporting period.[2] This rate represented 11,855 students who left school in a single twelve month period for reasons other than transferring to another school or graduating. Stated another way, the number of dropouts was roughly equivalent to the entire student body of a large urban school system. The total population of ninth to twelfth graders in the Fall 1988 was 242,748.

While some dropouts return to school and graduate, or earn an equivalency certificate, others never complete their high school education. Moreover, there are differences among who returns. According to national figures, Asian dropouts are most likely to complete their education later, while Hispanic students are least likely. Black and white dropouts do not differ in the rate at which they return to school in the first few years after dropping out. As might be expected, dropouts from more affluent backgrounds and with better grades while in school tend to return to school more frequently than students from less affluent backgrounds and with poor grades.[3]

The statewide annual dropout rate of 4.9% masks a more serious dropout problem in particular schools. Figure 1 illustrates that the annual dropout rate in individual schools ranged from 0% to over 26% . While a great number of schools reported relatively few dropouts, the annual dropout rate exceeded 10% in thirty high schools. Those schools are located primarily in urban areas where there are high numbers of economically and linguistically disadvantaged young people, and account for a disproportionate number of the dropouts statewide.

Figure 1 Distribution of Annual Dropout Rates by School - 1989



[2] The 1989 reporting period began July 1, 1988 and ended June 30, 1989.

[3] M. Frase, *Dropout Rates in the United States: 1988*, U.S. Department of Education, National Center for Education Statistics, September 1989, pp. 34-44.

Annual dropout rates for the past three years are summarized in Table 1. Compared to 1988, there were 2,128 fewer dropouts during 1989. The reduction in the number of dropouts resulted in a slight decline in the annual dropout rate from 5.4% for 1988 to 4.9% for 1989.[4] The decrease can be attributed primarily to a decline in the number of students dropping out of urban schools, as well as a small decrease in the number of male and the number of black and white students who dropped out.

Table 1 The Statewide Annual Dropout Rate: 1987-1989

	1987	1988	1989
Number Dropouts	14,354	13,983	11,855
Enrollment	268,180	258,546	242,748
Dropout Rate (%)	5.3%	5.4%	4.9%

While the statewide annual dropout rate was 4.9%, it was not uniform across all categories of students, or across all kinds of communities (KOCs). In fact, the statewide annual rate hides the fact that for certain groups of students the dropout rate is alarmingly high and raises serious concerns about how well schools are serving all populations of young people. Table 2 provides a summary of annual dropout rates by subgrouping. These data are discussed in more detail in the remainder of the report.

Table 2 Summary of Annual Dropout Rates - 1989

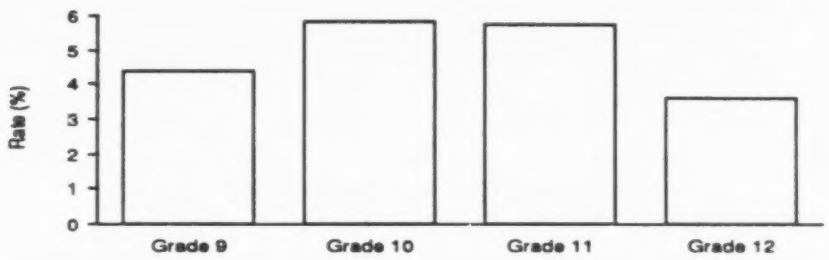
	# Dropouts	Enrollment	Annual Rate
Grade			
Grade 9	2,773	62,877	4.4%
Grade 10	3,510	60,468	5.8%
Grade 11	3,397	59,521	5.7%
Grade 12	2,175	59,882	3.6%
Grades 9-12	**11,855**	**242,748**	**4.9%**
Gender			
Male	6,530	123,261	5.3%
Female	5,325	119,487	4.5%
Race/Ethnic Group			
Asian	311	6,616	4.7%
Black	1,529	16,654	9.2%
Hispanic	1,783	12,683	14.1%
Native American	32	409	7.8%
White	8,200	206,386	4.0%
Kind of Community			
Urban Centers	8,085	100,706	8.0%
Economically Dev. Sub.	1,448	63,579	2.3%
Growth Communities	1,053	26,987	3.9%
Residential Suburbs	302	23,290	1.3%
Rural Economic Centers	798	20,703	3.9%
Small Rural Communities	108	3,117	3.5%
Resort/Retirement/Artistic	61	3,100	2.0%

[4] The decline in the dropout rate between 1988 and 1989 is relatively small and may be partially due to reporting error rather than a real decrease in the number of dropouts.

Annual Dropout Rates by Grade

When analyzed by grade, the annual dropout rate answers the question: when do students drop out? The 1989 data show that proportionately more tenth and eleventh graders dropped out (5.8% and 5.7%, respectively) than students in any other grade. This is consistent with the time when students turn 16, the age at which they are no longer required by state law to attend school. Twelfth graders were the least likely to drop out at a rate of 3.6%, followed by ninth graders at 4.4% (Figure 2).

Figure 2 Annual Dropout Rates by Grade - 1989



The ninth grade dropout rate is particularly troubling since most ninth graders are only 14 or 15 years old. Therefore it is reasonable to speculate that ninth grade dropouts, who are at least 16 and overaged for their grade, must have been retained in grade sometime during their school experience. A strong correlation between grade retention and dropping out is well documented. Recent studies have shown that students retained in grade have a 20-40 percent greater chance of dropping out of school than their grade-appropriate peers. A Boston Public Schools' report, for example, found that students retained in the ninth grade were more than twice as likely to drop out of school than their promoted peers.[5]

The pattern of dropout rates by grade has remained fairly constant over the past few years (Table 3). The small decrease in the statewide annual dropout rate between 1988 and 1989, however, resulted in a slight decline in the 1989 grade specific rates, especially in grades nine and ten. This could be partially attributed to the effects of dropout prevention programs, largely funded by Chapter 188 grants, which have focused on serving students in middle school grades and the ninth grade.

Table 3 Annual Dropout Rates by Grade: 1987-1989

Grade Level	1987	1988	1989
Grade 9	5.0%	5.0%	4.4%
Grade 10	6.1%	6.5%	5.8%
Grade 11	5.9%	6.1%	5.7%
Grade 12	4.1%	3.8%	3.6%

[5] Hess, *A Working Document on the Dropout Problem in Boston Public Schools*, Boston Public Schools, Office of Research and Development, 1986.

Annual Dropout Rates by Gender

Males dropped out at a moderately higher rate than females in 1989. During that period a total of 6,530 males dropped out representing a rate of 5.3%, while 5,325 females dropped out at a rate of 4.5%. Although the differences are small, male students in Massachusetts have dropped out at consistently higher rates than females over the past few years (Table 4).

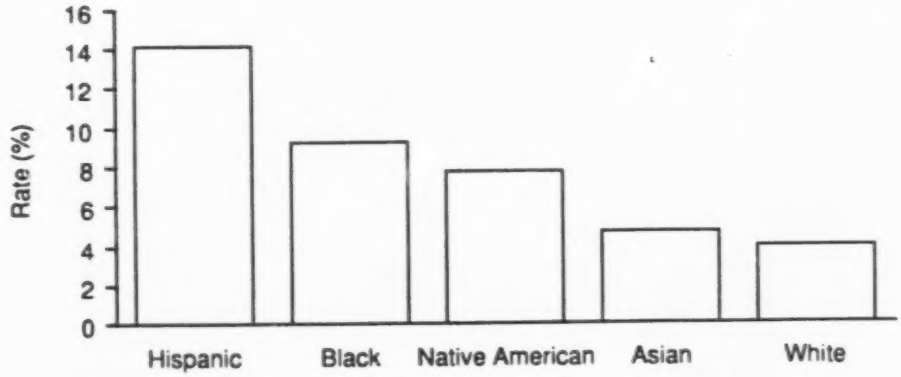
Table 4 Annual Dropout Rates by Gender: 1987-89

Gender	1987	1988	1989
Male	5.8%	6.2%	5.3%
Female	4.8%	4.6%	4.5%

Annual Dropout Rates by Race/Ethnic Group

The variation in dropout rates among racial/ethnic groups was dramatic (Figure 3). The dropout rate for Hispanic students was highest at 14.1%, followed by black students at 9.2%. Asian and white students experienced lower dropout rates at 4.7% and 4.0% respectively. The relatively small population of Native American students in Massachusetts dropped out at a rate of 7.8%.

Figure 3 Annual Dropout Rates by Race - 1989



While a higher percentage of Hispanic and black students dropped out than white students, 69% of all dropouts were white students (Figure 4). Hispanic and black students, however, were overrepresented in the total pool of dropouts. While Hispanics and blacks accounted for only 12% of all ninth to twelfth graders, they represented 29% of the total pool of dropouts (Figure 5).

Figure 4 Composition of Dropout Pool

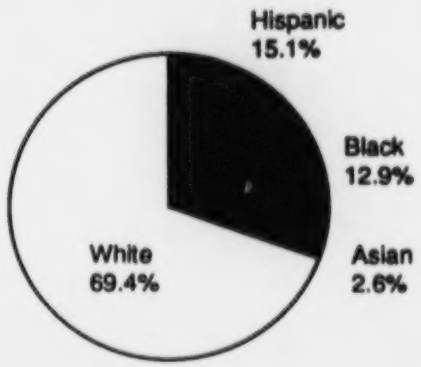
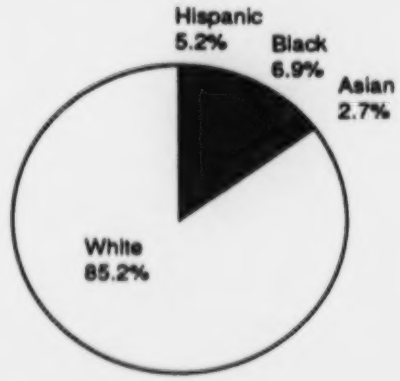


Figure 5 Composition of Enrollment



Changes in annual dropout rates for particular racial/ethnic groups over the past few years suggest some positive trends (Table 5). Most significant is the decline in the dropout rate for black students, which held steady at 10.6% in 1987 and 1988, and decreased to 9.2% in 1989. This decrease resulted in nearly 280 fewer black dropouts in 1989 than in 1988. The small decrease in the white dropout rate between 1988 and 1989 resulted in 1,896 fewer white dropouts. The current dropout rate for Hispanic students (14.1%) remained below the three-year high of 15.2% reported for that group in 1987.

While the dropout rate for Asian students remained below the statewide average for the second consecutive year, the percentage of these students who dropped out in several schools where there were high numbers of Southeast Asian students exceeded 10%. These students, many of whom arrived as refugees over the past decade, came to the United States with little previous education, limited English language proficiency, and many social and economic disadvantages - student background characteristics highly correlated with the likelihood of dropping out.

Table 5 Annual Dropout Rates by Race/Ethnicity: 1987-89

	1987	1988	1989
Asian	6.3%	4.8%	4.7%
Black	10.6%	10.6%	9.2%
Hispanic	15.2%	14.4%	14.1%
Native American	9.3%	11.8%	7.8%
White	4.4%	4.5%	4.0%

About Race/Ethnicity as a Predictor of Who Drops Out

Once socioeconomic factors are taken into account, a student's race or ethnicity is a weak predictor of who drops out. According to data from a national longitudinal study of high school sophomores, dropout rates are similar among students of different racial/ethnic groups with comparable family backgrounds.[6]

This point is further illustrated by the Massachusetts dropout rates shown in Table 6. The data show that students in urban areas, regardless of race/ethnicity, drop out at considerably higher rates than students in other kinds of communities. This is not surprising given the high percentage of poor and linguistic minority young people in the Commonwealth's urban school systems.[7] These factors are well documented in the research literature as defining students at-risk of school failure. However, variation in dropout rates by race/ethnicity narrow dramatically in communities wherethe various resident population groups share similar social and economic characteristics. For example, there are only small differences in the dropout rates among blacks, Hispanics and whites in residential suburbs.

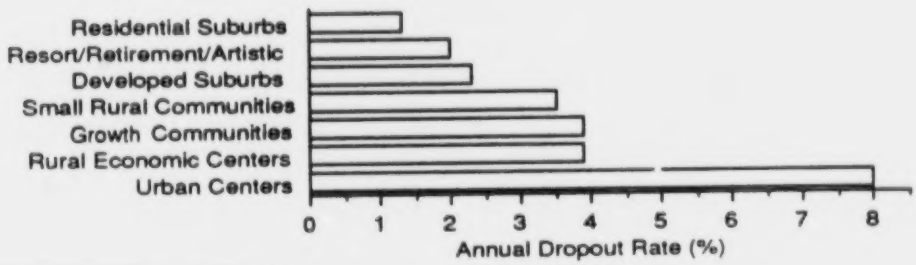
Table 6 1989 Annual Dropout Rateby Race and Kind of Community

	Urban Center	Econom. Dev. Sub.	Growth Community	Residential Suburb	Rural Econ. Center
Black	10.5%	1.6%	5.8%	2.0%	4.3%
Hispanic	15.0%	6.2%	5.9%	1.6%	7.2%
White	6.5%	2.2%	3.8%	1.2%	3.8%

Annual Dropout Rates by Kind of Community

Annual dropout rates vary widely when analyzed by kind of community. At a rate of 8.0%, the highest proportion of students dropped out of schools in the Commonwealth's urban centers. The dropout rate was lowest in residential suburbs at 1.3%, followed by resort/ artistic/retirement communities at 2.0%, economically developed suburbs at 2.3%, small rural communities at 3.5%, and rural economic centers and growth communities both at 3.9% (Figure 6).

Figure 6 Annual Dropout Rates by KOC - 1989



[6] M. Frase, p. 33.

[7] Approximately 20% of urban students are linguistic minorities, compared to 10% statewide. Similarly, about 22% of urban students are low-income, compared to 11% statewide.

While the urban dropout rate was the highest among the various kinds of communities, urban students also made up 68% of the total pool of dropouts. Of the 11,855 dropouts statewide, 8,005 were from urban areas. In contrast, urban students accounted for only 42% of the nine to twelve student population.

Dropout rates for each kind of community for the past three years are shown in Table 7. While dropout rates have remained fairly constant in most community categories, there was a small decline in the dropout rate in urban areas between 1988 and 1989. The decrease in the urban rate from 8.9% to 8.0% over that period translated into 1,189 fewer dropouts. Stated another way, if the urban dropout rate had not decreased between 1988 and 1989, an additional number of students, equivalent to the entire student body of a large high school, would have dropped out.

Table 7 Annual Dropout Rateby Kind of Community: 1987-89

	1987	1988	1989
Urban Center	8.9%	8.9%	8.0%
Economically Developed Suburbs	2.5%	2.6%	2.3%
Growth Communities	4.2%	4.3%	3.9%
Residential Suburbs	1.5%	1.4%	1.3%
Rural Economic Centers	4.1%	4.4%	3.9%
Small Rural Communities	4.3%	3.5%	3.5%
Resort/Artistic/Retirement	2.8%	2.9%	2.0%

Annual Dropout Rates by Program [8]

Vocational-Technical Education

A total of 1,710 ninth to twelfth graders enrolled in vocational-technical schools dropped out, representing 5.5% of this population (Table 8).[9] This was slightly higher than the statewide annual dropout rate (4.9%). Dropout rates in individual vocational-technical schools varied widely, ranging from as low as 1% to as high as 22%, with five schools reporting rates exceeding 10%.

One way of analyzing the data on students who drop out of vocational-technical programs was to compare the dropout rates of students attending regional vocational-technical schools to the rates of students attending city vocational-technical schools. The results of this analysis

[8] Information on vocational-technical education students who dropped out was determined by aggregating data submitted by 48 individual vocational-technical schools. These schools accounted for over 90% of all students enrolled in vocational-technical programs, the remainder are members of academic and comprehensive high schools. Dropout data on students with special educational needs were obtained from the *Exit Data Report - A Head count of Students Who Leave Special Education*, an annual survey conducted by the Division of Special Education. The special education exit survey provides dropout data comparable to the data analyzed in this report.

[9] The vocational-technical population analyzed includes students in regional voc.-tech. schools, city vocational-technical schools, county agricultural schools and independent vocational-technical schools.

were revealing. The annual dropout rate for students enrolled in regional vocational-technical schools at 4.7% was comparable to the statewide dropout rate of 4.9%. In contrast, however, students in city vocational-technical schools dropped out at an overall rate of 9.7% - a high rate even when compared to the statewide dropout rate of students in urban areas of 8.0%.

The question remains as to whether vocational-technical schools with high dropout rates are meeting the needs of the students attending them, or if even greater number of students would drop out if they did not have the option of a vocational-technical program. A recent survey conducted by the Department's Division of Occupational Education suggests that vocational-technical programs can make a difference. When asked if they ever seriously considered dropping out, surveyed vocational students and general studies students were equallly likely to have said yes (25%-27%). However, when asked if their program helped them to decide to remain in school, potential voacational student dropouts were over three times as likely as potential general studies student dropouts to have indicated that their high school program helped them to decide to stay in school.[10]

Table 8 Annual Dropout Rates of Students in Vocational-Technical Programs: 1989

	# Dropouts	Enrollment	Annual Rate
All Voc.- Tech. Schools	1,710	31,166	5.5%
Regional Voc.-Tech Schools Only	1,224	26,175	4.7%
City Voc.-Tech Schools Only	486	4,991	9.7%

Special Education

A total of 1,799 students with special education needs were reported to have dropped out of school during the 1988-89 school year. This represents 7.4% of the aged 16-22 special needs students in the state. Compared with the statewide annual dropout rate of 4.9%, it appears that students with special needs drop out of school at a moderately higher rate than students in regular education programs. For additional information on students with special needs who drop out, please refer to the Department publication *"Massachusetts Exit Facts: A Report on Students Who Left Special Education in School Year 1988-89."*

[10] J. McDonagh and R. Giaconia, *Survey of Massachusetts High School Students*, Massachusetts Department of Education, Division of Occupational Education, 1989, pp.63-67.

Section II: Projected 4-Year Dropout Rate

About the Projected 4-Year Dropout Rate

While the previous section described the percentage of ninth to twelfth graders that dropped out in a single one-year period, figures in this section estimate the percentage of ninth graders who may not graduate - the projected 4-year dropout rate.

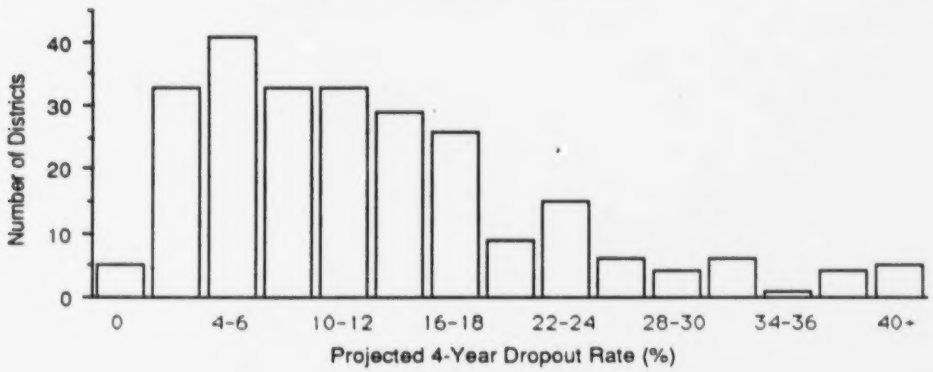
Projected 4-year dropout rates are comparable to measures of the dropout problem referred to in research terms as cohort dropout rates. While cohort dropout rates describe the percentage of students who have not graduated, projected 4-year rates estimate the percentage of students who may not graduate. The projected 4-year dropout rate does not equal four times the annual dropout rate, since each year there are fewer students in the original ninth grade group, as some have already dropped out. A more detailed explanation of how the projected 4-year dropout rate is computed appears in Appendix A.

Statewide Projected 4-Year Dropout Rate

The projected 4-year dropout rate for the Class of 1992 is 18%. This means that approximately 11,300 students who entered the ninth grade in 1988 may not graduate. Consistent with the slight decline in the annual dropout rate between 1988 and 1989, the projected 4-year rate for the Class of 1992 is two percentage points lower than the rate for the Class of 1991(20%).

The distribution of projected 4-year dropout rates by district is illustrated in Figure 7. The distribution shows that although projected 4-year rates are relatively low in most districts, in certain school systems an alarmingly high percentage of students may not complete high school. Of greatest concern are the 16 school districts where projected 4-year dropout rates exceed 30%. In those districts, it is estimated that nearly one-third or more of the Class of 1992 may leave school prior to graduating.

Figure 7 Distribution of Projected 4-Year Dropout Rates by School District - Class of 1993



Projected 4-Year Dropout Rates - By Gender, Race and Kind of Community

A breakdown of projected 4-year dropout rates by gender, race/ethnicity, and kind of community are provided in Table 8. These data are consistent with annual dropout rates that show the dropout problem to be most acute among black and Hispanic students and for students in urban areas. It is estimated that 45% of the Hispanic and 32% of the black students who entered the ninth grade in 1988 may not graduate by 1992, in contrast to 15% of white and 17% of Asian students. The projected 4-year dropout rateby KOC range from a high of 28% for students in urban centers to a low of 5% for youth in residential suburbs.

Table 8
Projected 4-Year Dropout Rates
Classes of 1990, 1991 and 1992

	1990	1991	1992
Statewide	20	20	18
Gender			
Male	21	21	20
Female	18	18	17
Race/Ethnic Group			
Asian	23	18	17
Black	36	36	32
Hispanic	48	45	45
Native American	32	40	29
White	17	17	15
Kind of Community			
Urban Centers	31	31	28
Economically Developed Sub.	10	10	9
Growth Communities	15	16	15
Residential Suburbs	5	5	5
Rural Economic Centers	15	17	15
Small Rural Communities	17	14	13
Resort/Retirement/Artistic	10	11	8

Section III: Snapshots of Dropout Prevention in Three School Districts

Significantly reducing the number of dropouts is not easy. It requires fundamental changes in school policies, procedures and practices, increased community involvement, and ongoing staff development. However, there are examples of schools that have lowered their dropout rates. Below are just a few of these examples.

Easthampton Public Schools, Easthampton MA.

	1988	1989
Annual Dropout Rate	9.6%	5.4%
	Class of 1991	Class of 1992
Projected 4-Year Rate	33%	20%

Easthampton offers a multi-dimensional approach to address the dropout issue. The entire ninth grade at Eashampton High School has been clustered, with a staff team of five teachers assigned to it. Cluster activities include common planning time and increased staff development for the teacher team, and interdisciplinary curriculum, mediation, special projects, and counseling for students. The ninth grade cluster is designed to address the needs of students making the difficult transition from middle school to high school.

A dropout prevention team consisting of the principal, director of guidance, alternative education teacher, attendance supervisor, and classroom teacher was established to receive referrals regarding at risk students. Once a referral is reviewed by the team, a meeting with the student and parent(s) is arranged to discuss placement in one of three programs.

The"Stretch" program allows students to arrange a schedule which enables the accumulation of the eighty-four credits required for graduation over a period of more than four years. This program was designed to allow students, who must work to support themselves or their families, flexible scheduling of the school day.

The General Alternative Program (GAP) offers alternative individualized curriculum to students in core subject areas. Understanding that not all students are capable of succeeding within the regular classroom, the GAP program provides individually tailored courses, computer-assisted instruction, peer tutors, guidance and health services.

The World of Work Program offers competency based occupational education programs in building trades, engine repair, graphic arts, culinary arts and computer literacy. These programs allow interested students the opportunity to develop entry level skills and serve in an internship or coo-op arrangement in the workplace.

Community Health and Guidance Services (CHAGS) is a component of all three programs. CHAGS arranges initial assessments and counseling sessions with mental health, mediation, substance prevention, family planning and employment training services.

Malden Public Schools, Malden MA.

	1988	1989
Annual Dropout Rate	8.4%	4.8%

	Class of 1991	Class of 1992
Projected 4-Year Rate	31%	18%

Curbing the dropout rate in Malden began by creating a dropout prevention task force comprised of teachers, administrators, parents, students, and interested community members. The task force developed a survey to assess student, teacher, parent and community perceptions of the dropout problem. Survey results indicated that many middle school students feared going on to the high school, perceived the curriculum to be irrelevant and wanted increased opportunities to work in teams or groups. Findings from the survey also showed that many students were experiencing problems at home and were already "in the process" of dropping out.

Based on this information, Malden reorganized their three junior high schools into middle schools whose philosophy is that a child's social and emotional development is as important as his/her academic growth. Students are grouped into clusters of 100 students, with core subject areas teachers assigned to each cluster. Teacher teams are provided with daily common planning time to monitor student progress, develop interdisciplinary curriculum, plan cluster activities and meet with students and parents. Teams emphasize group spirit and collegiality. Flexible scheduling, activity periods and a unified art program are also an integral part of the program. All three schools and the high school conduct weekly group counseling sessions for at-risk students, covering peer and family issues, sexuality, substance abuse, and communication skills. A ninth grade cluster was also established this year.

According to their dropout prevention coordinator, success in reducing dropouts in Malden stems from, "developing a flexible plan that adjusts to individual student needs; creating schools that have a pleasant, orderly climate; developing a thinking curriculum that runs under the assumption that all students can learn; introducing parenting and student support groups; creating a systemic evaluative tool that assesses student progress; and beginning dropout prevention programs in the elementary schools that continue through to the high school."

Unfortunately, because of fiscal constraints, in September 1990 all three middle schools in Malden were closed and all middle grades students were moved into a wing of the high school. It is unclear how this will impact on the district's dropout rate in future years.

Quincy Public Schools, Quincy, MA.

	1988	1989
Annual Dropout Rate	4.9%	3.2%
	Class of 1991	Class of 1992
Projected 4-Year Rate	18%	12%

The Quincy Public Schools have made a commitment to reducing its dropout rate by implementing a variety of systemwide actions. Serving as a catalyst has been "Making It In High School", a program at Quincy High School and North Quincy High School. The program provides a range of mental health interventions to students in grades 8 and 9 who are at risk of dropping out of school and who need extra coping skills and support for their transition to high school. At risk students participate in groups co-led by school staff and a mental health specialist. The program also recognizes the need to increase the mental health skills and awareness of school counselors and psychologists working with at risk youth through staff development and inservice programs.

Increased awareness of the needs of at risk youth has led to other systemic changes within the school system. For example, the entire ninth grade at Quincy High School has been clustered. Teacher teams working with each cluster are provided common planning time to integrate curriculum and monitor student progress. Other changes include curriculum reform, teacher-advisor programs, and individually designed alternatives such as "Winter School." In addition, task forces seek to improve school climate, and to assess and redefine attendance and grade retention policies.

In order to better prepare students for the modern workplace, technical education is being infused into academic education through the merger of Quincy Vocational-Technical School and Quincy High School. The merger promises to be a postive change for all students, as well as those at risk of dropping out.

Section IV: Technical Information

Data Collection

Dropout figures presented in this study were reported to the Department of Education in the *Chapter 188 Individual School Report (1988-89)*. School personnel reported the number of students who dropped out over a 12-month period beginning July 1, 1988 and ending June 30, 1989. Dropouts were classified by gender within five racial/ethnic groups across grades 6 through 12.

In Massachusetts a dropout is defined as a student age 16 or older who leaves school prior to graduation for reasons other than transfer to another school.

Statewide dropout data are based on the responses of 330 schools located in 252 school districts. This represents nearly a complete census of the schools in the Commonwealth that contain any of the grades 9-12. As in any survey research, the accuracy of the data provided is limited by such factors as the design of the survey, reporting errors, and processing errors. The Department of Education has attempted to minimize these errors by conducting workshops for and providing ongoing technical assistance to school personnel completing the survey.

As an additional check on the reliability of schools "self-reported" dropout data, letters were sent to school reporting relatively high numbers of dropouts asking that the data be examined and reconfirmed. Through this procedure, reporting errors were uncovered and corrected for several schools. Since 1989 marked the third year in which dropout statistics were collected, the Department believes that the quality of the data has improved as school personnel have become more familiar with how to apply the state's dropout definition and have enhanced their capacity to maintain and report student-based information.

Limitations of Data

The accuracy of dropout data depends primarily upon how schools apply the definition of a dropout provided in the survey. The definition states that school leavers be counted as dropouts if they did not graduate or did not transfer to another school. However, through our experience in collecting dropout data over the past several years, we have learned that common reporting errors include:

1. Counting students who have transferred as dropouts. When a student leaves school, and school officials have no evidence that the student has transferred to another school or graduated, the student is classified as a dropout. In some cases, however, the student may be attending school in another district, state or country, but no attempt has been made to notify the school the student left of the transfer. This results in an overcount of the number of dropouts.

2. Counting students who have dropped out as transfers. For example, school leavers who enter GED programs sometimes are not counted as dropouts. According to the Massachusetts dropout definition, school leavers are dropouts if they enroll in GED programs which are not directly part of a district's secondary program. This results in an undercount of the number of dropouts.

Dropout Rate Formulas

1. Annual Dropout Rate

In Massachusetts, the annual dropout rate is calculated by comparing the number of dropouts over a single one-year period to the October 1 enrollment for that period. Enrollment data are derived from the *Individual School Report*, commonly referred to as the October Enrollment Report. October 1, 1988 enrollment data were used to determine the 1989 annual dropout rate.

Annual Dropout Rate = number of dropouts / October enrollment • 100

Example: Statewide Annual Dropout Rate (1989) = 11,855 / 242,748 = 4.9%

2. Projected 4-Year Dropout Rate

The projected 4-year dropout rate is determined by calculating the cumulative effect of several years of dropping out according to the formula shown below. The methodology assumes that (1) current annual dropout rates for grades ten, eleven and twelve will remain reasonably constant over several years and (2) students who dropout will not return to school. While projected 4-year dropout rates are relatively reliable at the state level, figures for individual schools and districts are especially sensitive to annual fluctuations in local dropout patterns.

The grade-specific dropout rates (W,X,Y and Z) vary according to the particular population being examined. Two examples are shown to illustrate this point; the statewide projected 4-year rate, and the projected 4-year rate for urban centers. Grade-specific dropout rates for individual schools and school districts are available from the Department of Education, Office of Planning, Research and Evaluation.

Projected 4-Year Rate = [1 - (1 - W) (1 - X) (1 - Y) (1 - Z)] • 100

W = Annual Dropout Rate in Grade 9
X = Annual Dropout Rate in Grade 10
Y = Annual Dropout Rate in Grade 11
Z = Annual Dropout Rate in Grade 12

Examples

Statewide Projected 4-Year Dropout Rate =
$1 - (1 - 4.4\%)\,(1 - 5.8\%)\,(1 - 5.7\%\,(1 - 3.6\%) \cdot 100 = 18\%$

Projected 4-Year Dropout Rate, Urban Centers =
$1 - (1 - 7.8\%)\,(1 - 9.7\%)\,(1 - 8.8\%)\,(1 - 5.2\%) \cdot 100 = 28\%$

Final Note

The Department of Education recognizes that there are different ways to define dropouts and calculate dropout rates. The methodology used in this study attempts to balance the benefit of having accurate and uniform information about dropouts with the burden and expense of the process of collecting and analyzing the data. We encourage suggestions about how statistics on dropouts may be further improved.

Section V: National Dropout Data

The National Center for Education Statistics (NCES) collects and publishes information on the condition of education in the United States. The Center recently published *Dropout Rates in the United States: 1989*, a report of the best and most current national data on dropouts available at this time. The report utilizes the Current Population Survey conducted by the Bureau of the Census to develop dropout statistics and high school completion and graduation rates.

While comparisons to Massachusetts may not be valid because of methodological differences in the data, the national findings provide a useful context in which to better understand local dropout patterns. Selected findings from the national report follow:

•On average, 4.5% of 15- to 24-year olds in grades 10 to 12 annually dropped out of school between 1987 and 1989. Approximately 429,000 students dropped out each year over the three year period.

•The event dropout rate has fallen over the last decade.[10] In the late 1970s, the annual event dropout rate (three year average) was over 6%. By 1988, the three year average rate was 4.5%.

•For the period 1987-89, the event dropout rate was higher in central cities (6.2%) than in suburbs (3.7%) or rural areas (4.0%). Furthermore, the rates for black students (6.8%) and Hispanic students (7.9%) were greater than for whites (4.1%).

•While black and Hispanic students living in central cities, and older students were more likely to drop out than other students, the majority of students who dropped out over the last three years were white, were 15- to 19-years old, and lived in suburbs or nonmetropolitan areas.

•In 1989, approximately 4 million persons in the United States ages 16 to 24 had not completed high school and were not currently enrolled in school. This represented about 12.6% of all persons in this age group.

•The high school completion rate, defined as the percentage of persons age 18 to 19 not currently enrolled in high school (or below) who have completed high school by receiving a high school diploma or equivalency certificate, was 83% in 1989. (The high school completion rate is lower if those holding a high school equivalency certificate are not considered high school graduates).

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[10] Similar to the Massachusetts annual dropout rate, the national event rate measures the proportion of students who drop out in a single year without completing high school. The event dropout rate, however, is based on students in grades 10 to 12, whereas the annual rate in Massachusetts is based on students in grades 9 to 12.

Section VI: Annual Dropout Rates by School

ANNUAL DROPOUT RATES BY SCHOOL AND DISTRICT

DISTRICT	SCHOOL NAME	1987		1988		1989	
		#	%	#	%	#	%
ABINGTON	ABINGTON HIGH	18	2.7%	15	2.4%	16	3.1%
AGAWAM	AGAWAM JUNIOR HIGH	4	1.1%	5	1.6%	4	1.4%
	AGAWAM HIGH	54	4.9%	77	7.2%	50	5.1%
	TOTAL	58	3.9%	82	5.9%	54	4.2%
AMESBURY	AMESBURY HIGH	39	5.5%	22	3.4%	32	5.3%
ANDOVER	ANDOVER HIGH	17	1.5%	18	1.7%	10	0.8%
ARLINGTON	ARLINGTON HIGH	33	2.3%	37	2.8%	9	0.7%
ASHLAND	ASHLAND HIGH	6	1.4%	5	1.3%	2	0.5%
ATTLEBORO	ATTLEBORO HIGH	100	7.5%	87	7.0%	89	7.6%
	ATTLEBORO VOC TECH HIGH	44	10.2%	68	16.0%	37	10.5%
	TOTAL	144	8.1%	155	9.2%	126	8.2%
AUBURN	AUBURN SENIOR HIGH	9	1.4%	17	2.7%	10	1.6%
AVON	AVON SENIOR HIGH	3	1.7%	4	2.5%	1	0.8%
AYER	AYER SR HIGH	35	5.6%	28	4.4%	13	2.3%
BARNSTABLE	BARNSTABLE HIGH	70	4.3%	75	4.9%	91	6.2%
BEDFORD	BEDFORD HIGH	8	1.1%	9	1.2%	8	1.2%
BELCHERTOWN	BELCHERTOWN SR HIGH	20	4.7%	20	5.1%	13	3.5%
BELLINGHAM	BELLINGHAM MEMORIAL JR-SR	18	2.3%	28	3.8%	18	2.7%
BELMONT	BELMONT HIGH	18	1.8%	7	0.7%	0	0.0%
BEVERLY	BEVERLY HIGH	31	2.1%	35	2.5%	59	4.7%
BILLERICA	BILLERICA MEM HIGH	117	6.2%	80	4.5%	46	2.9%
BOSTON	WILLIAM MCKINLEY	75	37.3%	65	35.5%	59	28.1%
	BRIGHTON HIGH	220	25.0%	202	24.8%	185	22.8%
	CHARLESTOWN HIGH	148	12.9%	115	11.5%	79	7.5%
	DORCHESTER HIGH	241	27.9%	210	25.1%	175	23.4%
	JEREMIAH E BURKE HIGH	91	12.6%	115	15.1%	152	20.5%
	EAST BOSTON HIGH	163	17.7%	141	16.3%	87	11.0%
	THE ENGLISH HIGH	279	17.9%	234	14.8%	118	8.1%
	MADISON PARK HIGH	337	19.0%	243	14.7%	223	12.7%
	BOSTON LATIN ACADEMY	5	0.6%	12	1.3%	1	0.1%
	HYDE PARK HIGH	67	7.9%	73	8.9%	62	7.9%
	JAMAICA PLAIN HIGH	238	29.1%	231	29.2%	239	27.9%
	BOSTON LATIN	6	0.4%	2	0.1%	2	0.1%
	SOUTH BOSTON HIGH	255	23.9%	219	20.0%	130	12.9%

ANNUAL DROPOUT RATES BY SCHOOL AND DISTRICT

DISTRICT	SCHOOL NAME	1987		1988		1989	
		#	%	#	%	#	%
BOSTON (CONT.)	WEST ROXBURY HIGH	150	11.2%	127	9.9%	158	13.8%
	BOSTON TECH HIGH	42	3.6%	27	2.5%	31	3.1%
	MARIO UMANA HARBOR	57	10.0%	63	12.2%	33	7.0%
	BOSTON HIGH	106	15.3%	147	19.1%	85	11.2%
	SNOWDEN INT'L HIGH	32	6.4%	26	5.5%	25	5.2%
	HORACE MANN	1	2.7%	3	7.9%	-	-
	TOTAL	2513	14.4%	2255	13.4%	1844	11.2%
BOURNE	BOURNE HIGH	38	5.5%	21	3.3%	11	1.9%
BRAINTREE	BRAINTREE HIGH	47	3.0%	51	3.6%	40	3.1%
BROCKTON	BROCKTON HIGH	336	8.0%	354	9.2%	319	8.8%
	ITHAKA ALTERNATIVE	15	35.7%	25	54.4%	17	37.0%
	TOTAL	351	8.2%	379	9.7%	336	9.1%
BROOKLINE	BROOKLINE HIGH	-	-	-	-	32	1.7%
BURLINGTON	BURLINGTON HIGH	23	1.8%	14	1.2%	8	0.7%
CAMBRIDGE	CAMB RINDGE & LATIN	259	10.2%	146	6.1%	127	5.6%
CANTON	CANTON HIGH	11	1.3%	11	1.4%	13	1.8%
CHATHAM	CHATHAM HIGH	4	2.3%	2	1.2%	0	0.0%
CHELMSFORD	CHELMSFORD HIGH	38	1.8%	42	2.2%	36	2.1%
CHELSEA	CHELSEA HIGH	156	17.1%	143	16.6%	143	17.6%
CHICOPEE	CHICOPEE HIGH	89	9.2%	83	8.5%	99	10.3%
	CHICOPEE COMPREHENSIVE	78	5.6%	105	7.5%	79	6.1%
	TOTAL	167	7.0%	188	7.9%	178	7.8%
CLINTON	CLINTON SENIOR HIGH	38	7.2%	27	5.5%	20	4.4%
COHASSET	COHASSET JR SR HIGH	11	2.6%	3	0.8%	1	0.3%
DANVERS	DANVERS HIGH	24	2.4%	24	2.6%	17	1.9%
	DANVERS ALTERNATIVE HIGH	-	-	-	-	8	40.0%
	TOTAL	24	2.3%	24	2.5%	25	2.7%
DARTMOUTH	DARTMOUTH HIGH	46	4.0%	42	3.8%	25	2.2%
DEDHAM	DEDHAM HIGH	27	2.6%	24	2.7%	27	3.3%
DOUGLAS	DOUGLAS MEMORIAL HIGH	13	6.6%	7	3.4%	7	3.9%
DRACUT	DRACUT SENIOR HIGH	28	2.7%	30	3.0%	25	2.7%
DUXBURY	DUXBURY HIGH	18	1.7%	2	0.2%	6	0.7%
E BRIDGEWATER	EAST BRIDGEWATER HIGH	15	2.2%	25	3.9%	15	2.5%
EASTHAMPTON	EASTHAMPTON HIGH	41	6.5%	53	9.6%	27	5.4%

ANNUAL DROPOUT RATES BY SCHOOL AND DISTRICT

DISTRICT	SCHOOL NAME	1987		1988		1989	
		#	%	#	%	#	%
E LONGMEADOW	EAST LONGMEADOW HIGH	25	3.2%	18	2.5%	29	4.4%
EASTON	EASTON JUNIOR HIGH	1	0.4%	0	0.0%	1	0.4%
	OLIVER AMES HIGH	11	1.4%	15	1.9%	13	1.8%
	TOTAL	12	1.1%	15	1.5%	14	1.4%
EVERETT	EVERETT HIGH	111	7.8%	44	3.4%	50	4.2%
FAIRHAVEN	FAIRHAVEN HIGH	28	4.2%	33	5.3%	23	3.6%
FALL RIVER	B M C DURFEE HIGH	328	10.9%	329	11.1%	265	9.2%
FALMOUTH	FALMOUTH HIGH	49	3.4%	68	4.7%	97	7.3%
FITCHBURG	FITCHBURG HIGH	146	14.7%	91	9.2%	84	8.5%
FOXBOROUGH	FOXBOROUGH HIGH	28	3.1%	32	3.7%	32	4.0%
FRAMINGHAM	FRAMINGHAM NORTH HIGH	33	2.6%	31	2.6%	20	1.7%
	FRAMINGHAM SOUTH HIGH	60	5.8%	54	5.4%	33	3.4%
	TOTAL	93	3.9%	85	3.8%	53	2.5%
FRANKLIN	FRANKLIN HIGH	18	2.0%	43	4.7%	21	2.4%
GARDNER	GARDNER HIGH	41	5.9%	35	5.1%	36	5.4%
GEORGETOWN	GEORGETOWN JR-SR HIGH	0	0.0%	2	0.7%	1	0.3%
GLOUCESTER	GLOUCESTER HIGH	106	8.7%	103	9.2%	66	6.4%
GRAFTON	GRAFTON MEMORIAL SENIOR	22	4.3%	22	4.6%	12	2.6%
GRANBY	GRANBY JR SR HIGH	7	2.5%	9	3.4%	4	1.6%
GREENFIELD	GREENFIELD SENIOR HIGH	53	7.2%	38	5.2%	30	4.7%
HADLEY	HOPKINS ACADEMY	0	0.0%	2	1.6%	0	0.0%
HANOVER	HANOVER HIGH	15	2.0%	5	0.7%	8	1.2%
HARVARD	BROMFIELD HIGH	1	0.3%	3	1.1%	1	0.4%
HARWICH	HARWICH JR/SR HIGH	6	1.4%	9	2.2%	8	2.3%
HATFIELD	SMITH ACADEMY	0	0.0%	0	0.0%	0	0.0%
HAVERHILL	HAVERHILL HIGH	84	5.2%	115	7.5%	75	5.1%
HINGHAM	HINGHAM HIGH	13	1.4%	13	1.5%	3	0.3%
HOLBROOK	HOLBROOK JR SR HIGH	19	5.0%	17	4.5%	8	2.3%
HOLLISTON	HOLLISTON HIGH	12	1.4%	7	0.9%	7	1.0%
HOLYOKE	DR WM R PECK	4	1.7%	0	0.0%	3	1.7%
	JOHN J LYNCH JR HIGH	1	0.9%	5	5.3%	1	1.3%
	HOLYOKE HIGH	120	8.7%	167	13.0%	129	10.4%
	WM J DEAN VOC TECH HIGH	40	16.5%	12	4.7%	8	3.4%
	TOTAL	165	8.3%	184	10.0%	141	8.1%

ANNUAL DROPOUT RATES BY SCHOOL AND DISTRICT

DISTRICT	SCHOOL NAME	1987		1988		1989	
		#	%	#	%	#	%
HOPEDALE	HOPEDALE JR SR HIGH	2	0.9%	3	1.4%	2	0.9%
HOPKINTON	HOPKINTON JR SR HIGH	10	2.7%	4	1.1%	2	0.6%
HUDSON	HUDSON HIGH	17	2.9%	19	3.2%	9	1.6%
HULL	HULL HIGH	40	7.1%	27	5.2%	27	6.2%
IPSWICH	IPSWICH HIGH	5	1.0%	9	1.9%	6	1.4%
LAWRENCE	LAWRENCE HIGH	273	14.6%	299	14.9%	272	13.7%
LEE	LEE HIGH	2	0.5%	8	2.0%	6	1.7%
LEICESTER	LEICESTER HIGH	16	3.7%	10	2.4%	15	3.6%
LENOX	LENOX HIGH	3	1.4%	9	4.3%	0	0.0%
LEOMINSTER	LEOMINSTER SENIOR HIGH	64	5.0%	63	5.4%	38	3.5%
	LEOMINSTER HIGH TRADE	10	3.4%	39	12.0%	17	5.3%
	TOTAL	74	4.7%	102	6.8%	55	3.8%
LEXINGTON	LEXINGTON HIGH	16	0.9%	10	0.6%	14	1.0%
LITTLETON	LITTLETON HIGH	10	3.0%	5	1.6%	9	3.0%
LONGMEADOW	LONGMEADOW HIGH	13	1.3%	5	0.5%	11	1.2%
LOWELL	LOWELL HIGH	371	13.7%	385	14.2%	304	11.3%
LUDLOW	LUDLOW SENIOR HIGH	29	3.0%	22	2.5%	15	1.8%
LUNENBURG	LUNENBURG HIGH	12	2.3%	9	1.9%	5	1.2%
LYNN	ASTOR	5	71.4%	-	-	-	-
	CLASSICAL HIGH	127	17.1%	65	9.5%	121	18.7%
	LYNN ENGLISH HIGH	110	7.6%	145	10.6%	131	10.2%
	JB BLOOD ALTERNATIVE HIGH	0	0.0%	0	0.0%	6	15.0%
	LYNN VOC TECH INSTITUTE	32	3.5%	39	4.3%	57	6.3%
	TOTAL	274	8.7%	249	8.4%	315	10.9%
LYNNFIELD	LYNNFIELD HIGH	7	1.0%	8	1.3%	5	0.9%
MALDEN	MALDEN HIGH	117	6.7%	135	8.4%	73	4.8%
MANCHESTER	MANCHESTER JR-SR HIGH	0	0.0%	3	1.4%	1	0.5%
MANSFIELD	MANSFIELD HIGH	33	4.3%	24	3.5%	23	3.5%
MARBLEHEAD	MARBLEHEAD HIGH	9	0.9%	6	0.7%	10	1.4%
MARLBOROUGH	MARLBOROUGH HIGH	58	5.3%	60	6.1%	52	6.3%
MARSHFIELD	MARSHFIELD HIGH	34	2.4%	23	1.8%	27	2.3%
MAYNARD	MAYNARD HIGH	7	1.9%	13	3.7%	4	1.3%
MEDFIELD	MEDFIELD SENIOR HIGH	6	1.0%	1	0.2%	2	0.4%
MEDFORD	MEDFORD HIGH	94	6.0%	78	5.3%	42	3.2%

ANNUAL DROPOUT RATES BY SCHOOL AND DISTRICT

DISTRICT	SCHOOL NAME	1987		1988		1989	
		#	%	#	%	#	%
	CURTIS-TUFTS	0	0.0%	9	33.3%	5	13.9%
	MEDFORD VOC TECH HIGH	4	1.0%	15	4.2%	10	3.2%
	TOTAL	98	4.8%	102	5.5%	68	3.4%
MEDWAY	MEDWAY JR-SR HIGH	5	0.9%	7	1.2%	7	1.4%
MELROSE	MELROSE HIGH	14	1.3%	23	2.3%	12	1.3%
METHUEN	METHUEN HIGH	116	7.9%	90	6.2%	92	6.9%
MIDDLEBOROUGH	MIDDLEBOROUGH HIGH	39	3.8%	39	3.9%	24	2.5%
MILFORD	MILFORD HIGH	55	4.3%	39	3.1%	24	2.0%
MILLBURY	MILLBURY MEMORIAL HIGH	14	2.9%	20	4.5%	20	4.6%
MILLIS	MILLIS HIGH	5	1.6%	5	1.7%	7	2.5%
MILTON	MILTON HIGH	17	1.9%	4	0.5%	10	1.3%
MONSON	MONSON JR-SR HIGH	4	1.4%	11	4.0%	7	2.6%
NANTUCKET	NANTUCKET HIGH	7	3.1%	0	0.0%	1	0.5%
NATICK	NATICK HIGH	25	1.8%	37	2.9%	26	2.2%
NEEDHAM	NEEDHAM HIGH	14	1.1%	7	0.6%	24	2.2%
NEW BEDFORD	NEW BEDFORD HIGH	296	9.2%	306	9.7%	306	9.7%
NEWBURYPORT	NEWBURYPORT HIGH	22	2.6%	35	4.4%	20	2.8%
NEWTON	NEWTON NORTH HIGH	73	3.4%	48	2.5%	50	2.9%
	NEWTON SOUTH HIGH	53	4.4%	42	3.6%	6	0.5%
	TOTAL	126	3.7%	90	2.9%	56	1.9%
NORTH ADAMS	DRURY HIGH	66	9.5%	58	8.5%	42	6.3%
NORTHAMPTON	NORTHAMPTON HIGH	52	4.9%	50	5.0%	40	4.3%
N ANDOVER	NORTH ANDOVER HIGH	15	1.4%	22	2.1%	11	1.1%
N ATTLEBORO	NORTH ATTLEBORO HIGH	35	3.5%	26	2.8%	42	4.8%
NORTHBRIDGE	NORTHBRIDGE JR-SR HIGH	36	6.4%	31	5.6%	27	5.1%
N BROOKFIELD	NORTH BROOKFIELD HIGH	12	5.0%	12	5.6%	9	4.4%
N READING	NORTH READING HIGH	12	2.5%	15	3.0%	7	1.6%
NORTON	NORTON HIGH	38	5.9%	31	5.1%	26	4.4%
NORWELL	NORWELL HIGH	11	1.6%	8	1.2%	4	0.7%
NORWOOD	NORWOOD JR HIGH	1	0.4%	1	0.4%	0	0.0%
	NORWOOD HIGH	28	3.1%	25	3.0%	24	2.3%
	NORWOOD HENRY O PEABODY	5	15.6%	6	22.2%	0	0.0%
	TOTAL	34	2.8%	32	2.9%	24	2.2%
OXFORD	OXFORD HIGH	20	3.5%	27	5.1%	13	2.5%

ANNUAL DROPOUT RATES BY SCHOOL AND DISTRICT

DISTRICT	SCHOOL NAME	1987		1988		1989	
		#	%	#	%	#	%
PALMER	PALMER HIGH	13	2.9%	11	2.7%	2	0.5%
PEABODY	VETERANS MEMORIAL HIGH	78	4.3%	65	3.8%	49	3.1%
	PEABODY ALTERNATIVE	0	0.0%	12	66.7%	5	29.4%
	PEABODY VOCATIONAL HIGH	20	10.3%	27	14.5%	19	10.7%
	TOTAL	98	4.8%	104	5.3%	73	4.1%
PITTSFIELD	PITTSFIELD HIGH	71	5.3%	89	6.4%	58	5.2%
	TACONIC HIGH	53	6.5%	33	3.3%	39	6.1%
	HIBBARD ALTERNATIVE	25	38.5%	0	0.0%	26	36.1%
	ADOLESCENT SUPPORT PROGRAM	0	0.0%	8	-	0	0.0%
	PITTSFIELD VOCATIONAL	28	6.2%	0	0.0%	24	6.3%
	TOTAL	177	6.6%	130	5.4%	147	6.6%
PROVINCETOWN	PROVINCETOWN HIGH	2	1.4%	4	2.8%	5	3.7%
QUINCY	QUINCY HIGH	91	7.3%	62	5.6%	60	5.7%
	NORTH QUINCY HIGH	46	3.5%	51	4.1%	16	1.4%
	QUINCY VOC TECH	34	7.9%	22	5.9%	7	2.2%
	TOTAL	171	5.6%	135	4.9%	83	3.2%
RANDOLPH	RANDOLPH HIGH	45	3.4%	54	4.4%	38	3.5%
READING	READING MEMORIAL HIGH	48	3.7%	22	1.9%	14	1.3%
REVERE	REVERE HIGH	55	4.2%	71	5.9%	56	4.9%
ROCKLAND	ROCKLAND SENIOR HIGH	26	3.2%	44	5.5%	18	2.6%
ROCKPORT	ROCKPORT SENIOR HIGH	12	4.0%	11	3.9%	6	2.5%
SALEM	SALEM HIGH	106	9.0%	97	8.5%	90	8.2%
SANDWICH	SANDWICH HIGH	8	1.1%	9	1.3%	7	1.0%
SAUGUS	SAUGUS HIGH	29	2.5%	11	1.1%	6	0.7%
SCITUATE	SCITUATE HIGH	9	1.0%	13	1.5%	22	2.9%
SEEKONK	SEEKONK HIGH	11	1.4%	22	3.0%	11	1.7%
SHARON	SHARON HIGH	8	0.9%	8	1.0%	7	0.9%
SHREWSBURY	SHREWSBURY SR HIGH	44	4.2%	42	4.2%	24	2.6%
SOMERSET	SOMERSET HIGH	24	2.0%	24	2.1%	29	2.8%
SOMERVILLE	NEXT WAVE JUNIOR HIGH	0	0.0%	3	0.0%	1	8.3%
	SOMERVILLE HIGH	198	8.8%	189	9.1%	90	4.7%
	FULL CIRCLE HIGH	0	0.0%	22	36.1%	27	45.0%
	TOTAL	198	8.8%	214	10.0%	118	6.0%
SOUTHBRIDGE	SOUTHBRIDGE HIGH	57	8.5%	55	8.6%	59	10.0%

ANNUAL DROPOUT RATES BY SCHOOL AND DISTRICT

DISTRICT	SCHOOL NAME	1987		1988		1989	
		#	%	#	%	#	%
S HADLEY	SOUTH HADLEY HIGH	18	2.6%	19	3.0%	13	2.2%
SPRINGFIELD	CHESTNUT STREET JR HIGH	16	6.4%	12	4.9%	13	6.2%
	JOHN J DUGGAN JR HIGH	7	3.2%	13	6.8%	10	5.7%
	FOREST PARK JR HIGH	16	5.3%	15	6.6%	13	5.1%
	JOHN F KENNEDY JR HIGH	9	5.6%	10	6.3%	4	2.5%
	M MARCUS KILEY JR HIGH	5	1.9%	6	2.4%	6	2.1%
	VAN SICKLE JR HIGH	14	5.2%	14	5.7%	19	6.5%
	BRIDGE ACADEMY JR & SR	48	75.0%	50	60.2%	45	63.4%
	SPRINGFIELD CENTRAL HIGH	65	3.5%	105	5.8%	47	2.7%
	HIGH SCHOOL OF COMMERCE	255	18.3%	193	13.9%	267	20.1%
	MA CAREER DEVELOP CENTER	9	0.0%	19	0.0%	0	0.0%
	PUTNAM VOC TECH HIGH SCH	218	17.5%	361	29.7%	265	22.3%
	TOTAL	662	10.9%	798	13.6%	684	12.0%
STONEHAM	STONEHAM HIGH	22	2.5%	26	3.1%	18	2.3%
STOUGHTON	STOUGHTON HIGH	48	3.6%	56	4.3%	56	4.4%
SUTTON	SUTTON HIGH	12	4.7%	10	4.2%	7	2.9%
SWAMPSCOTT	SWAMPSCOTT HIGH	12	1.4%	13	1.7%	6	0.9%
SWANSEA	SWANSEA JOS. CASE HIGH	49	5.3%	35	4.0%	42	5.1%
TAUNTON	TAUNTON HIGH	143	9.1%	177	12.1%	186	13.1%
TEWKSBURY	TEWKSBURY MEMORIAL HIGH	45	3.8%	29	2.7%	26	2.6%
TYNGSBOROUGH	TYNGSBOROUGH JR SR HIGH	5	1.5%	5	1.6%	10	3.4%
UXBRIDGE	UXBRIDGE HIGH	24	5.8%	29	7.4%	20	5.4%
WAKEFIELD	WAKEFIELD MEMORIAL HIGH	1	0.1%	12	1.1%	9	0.9%
WALPOLE	WALPOLE HIGH	7	0.7%	11	1.3%	5	0.6%
WALTHAM	WALTHAM SR HIGH	70	3.9%	69	4.0%	70	4.3%
	WALTHAM VOCATIONAL HIGH	32	13.5%	34	19.3%	18	10.8%
	TOTAL	102	4.9%	103	5.3%	88	4.9%
WARE	WARE HIGH	24	5.3%	27	6.3%	16	4.3%
WAREHAM	WAREHAM SENIOR HIGH	71	10.2%	29	4.2%	33	5.0%
WATERTOWN	WATERTOWN HIGH	35	3.8%	39	4.5%	13	1.6%
WAYLAND	WAYLAND HIGH	4	0.5%	5	0.7%	8	1.2%
WEBSTER	BARTLETT JR SR HIGH	7	1.1%	14	2.3%	15	2.7%
WELLESLEY	WELLESLEY SR HIGH	7	0.7%	9	0.9%	1	0.1%
WESTBOROUGH	WESTBOROUGH HIGH	5	0.8%	4	0.6%	4	0.7%

ANNUAL DROPOUT RATES BY SCHOOL AND DISTRICT

DISTRICT	SCHOOL NAME	1987		1988		1989	
		#	%	#	%	#	%
W BOYLESTON	WEST BOYLSTON JR-SR HIGH	0	0.0%	1	0.4%	2	0.8%
W BRIDGEWATER	W BRIDGEWATER JR-SR	8	2.3%	9	2.7%	7	2.2%
WESTFIELD	WESTFIELD HIGH	56	3.5%	48	3.1%	49	3.3%
	WESTFIELD ALTERNATIVE	5	17.2%	4	12.9%	11	39.3%
	WESTFIELD VOC HIGH	24	9.2%	31	11.4%	15	5.9%
	TOTAL	85	4.5%	83	4.5%	75	4.2%
WESTFORD	WESTFORD ACADEMY	19	2.1%	21	2.4%	5	0.6%
WESTON	WESTON HIGH	3	0.5%	3	0.6%	4	0.8%
WESTPORT	WESTPORT HIGH	30	5.1%	25	4.7%	21	4.4%
W SPRINGFIELD	WEST SPRINGFIELD HIGH	94	8.0%	-	-	55	5.2%
WESTWOOD	WESTWOOD HIGH	7	0.9%	6	0.9%	6	1.0%
WEYMOUTH	WEYMOUTH NORTH HIGH	33	2.8%	23	2.2%	38	3.9%
	WEYMOUTH SOUTH HIGH	32	2.8%	31	2.9%	20	2.1%
	WEYMOUTH ALTERN SR HIGH	5	38.5%	0	0.0%	4	33.3%
	WEYMOUTH VOC TECH HIGH	28	7.5%	25	7.4%	9	2.6%
	TOTAL	98	3.6%	79	3.2%	71	3.0%
WILMINGTON	WILMINGTON HIGH	18	2.0%	20	2.5%	9	1.3%
WINCHENDON	MURDOCK HIGH	14	4.4%	15	4.8%	22	7.3%
WINCHESTER	WINCHESTER HIGH	16	1.5%	23	2.3%	10	1.1%
WINTHROP	WINTHROP SR HIGH	13	1.8%	10	1.4%	6	0.9%
WOBURN	WOBURN HIGH	24	2.0%	28	2.5%	39	3.0%
WORCESTER	BURNCOAT SENIOR HIGH	56	5.5%	93	9.2%	142	14.8%
	DOHERTY MEMORIAL HIGH	150	11.6%	88	6.6%	106	7.9%
	NORTH HIGH	171	17.1%	147	15.4%	115	13.3%
	SOUTH HIGH COMMUNITY	178	12.8%	211	15.8%	221	15.9%
	TOTAL	555	11.8%	539	11.6%	584	12.8%
SMITH	SMITH VOC & AGR HIGH	20	3.4%	20	3.6%	20	3.7%
WORCESTER TRADE	WORCESTER VOC TECH HIGH	23	3.0%	25	3.6%	19	2.9%
	DAVID HALE FANNING TRADE	13	2.7%	25	5.4%	31	7.0%
	TOTAL	36	2.8%	50	4.2%	50	4.5%
ACTON-BOXBOROUGH	REGIONAL HIGH	10	0.7%	14	1.1%	11	0.9%
ADAMS-CHESHIRE	HOOSAC VALLEY HIGH	31	5.3%	10	1.9%	17	3.4%
AMHERST-PELHAM	REGIONAL HIGH	21	2.1%	35	3.9%	24	2.9%
ASHBURNHAM-WMINSTER	OAKMONT REGIONAL	29	4.7%	12	1.9%	19	3.1%

ANNUAL DROPOUT RATES BY SCHOOL AND DISTRICT

DISTRICT	SCHOOL NAME	1987		1988		1989	
		#	%	#	%	#	%
ATHOL-ROYALSTON	ATHOL HIGH	38	6.4%	41	7.3%	25	4.6%
BERKSHIRE HILLS	MONUMENT MT REG HIGH	18	3.1%	25	4.3%	12	2.2%
BERLIN-BOYLESTON	TAHANTO REG HIGH	3	1.4%	1	0.5%	2	1.0%
BLACKSTONE-MILLVILLE	REGIONAL HIGH	14	3.1%	23	5.0%	23	5.6%
BRIDGEWATER-RAYNHAM	REGIONAL HIGH	52	4.0%	53	4.1%	57	4.4%
CENTRAL BERKSHIRE	WAHCONAH REGIONAL HIGH	10	1.4%	24	3.4%	19	2.8%
CONCORD-CARLISLE	REGIONAL HIGH	16	1.4%	18	1.8%	15	1.6%
DENNIS-YARMOUTH	REGIONAL HIGH	84	6.6%	72	6.0%	70	6.3%
DIGHTON-REHOBOTH	REGIONAL HIGH	31	3.4%	30	3.6%	27	3.4%
DOVER-SHERBORN	REGIONAL HIGH	6	1.2%	3	0.7%	1	0.2%
DUDLEY-CHARLETON	SHEPHERD HILL REG HIGH	31	4.0%	23	3.1%	37	5.2%
NAUSET	REGIONAL HIGH	31	4.2%	22	3.0%	10	1.5%
FREETOWN-LAKEVILLE	APPONEQUET REG HIGH	34	3.7%	44	4.9%	37	4.4%
FRONTIER	REGIONAL HIGH	7	2.0%	5	1.6%	4	1.2%
GATEWAY	REGIONAL	17	4.0%	27	6.4%	15	4.0%
GROTON-DUNSTABLE	REGIONAL HIGH	5	1.1%	2	0.5%	3	0.8%
GILL-MONTAGUE	TURNERS FALL HIGH	21	4.9%	31	7.1%	25	6.2%
HAMILTON-WENHAM	REGIONAL HIGH	3	0.4%	3	0.4%	10	1.6%
HAMPDEN-WILBRAHAM	MINNECHAUG REG HIGH	30	2.8%	30	3.0%	13	1.4%
HAMPSHIRE	REGIONAL HIGH	13	2.6%	6	1.3%	9	2.0%
KING PHILIP	REGIONAL HIGH	11	1.4%	17	2.3%	11	1.6%
	KING PHILIP REG VOC HIGH	18	6.2%	16	6.4%	10	4.0%
	TOTAL	29	2.7%	33	3.2%	21	2.2%
LINCOLN-SUDBURY	REGIONAL HIGH	10	0.8%	0	0.0%	5	0.5%
MARTHAS VINEYARD	REGIONAL HIGH	11	2.3%	19	4.0%	7	1.5%
MASCONOMET	REGIONAL HIGH	15	1.6%	19	2.2%	16	2.0%
MENDON-UPTON	REGIONAL HIGH	10	2.9%	3	0.9%	2	0.7%
MT GREYLOCK	REGIONAL HIGH	9	1.6%	9	1.6%	13	2.6%
MOHAWK TRAIL	REGIONAL HIGH	8	1.6%	30	5.7%	22	4.6%
NARRAGANSETT	REGIONAL HIGH	20	4.7%	14	3.3%	10	2.5%
NASHOBA	REGIONAL HIGH	13	1.6%	13	1.7%	10	1.5%
NORTHBORO-SOUTHBORO	ALGONQUIN REG HIGH	31	3.3%	36	3.9%	17	1.9%
NORTH MIDDLESEX	REGIONAL HIGH	58	5.5%	35	3.4%	43	4.0%
OLD ROCHESTER	REGIONAL HIGH	16	2.5%	11	1.8%	12	2.1%

ANNUAL DROPOUT RATES BY SCHOOL AND DISTRICT

DISTRICT	SCHOOL NAME	1987		1988		1989	
		#	%	#	%	#	%
PENTUCKET	REGIONAL HIGH	10	2.1%	11	2.5%	9	2.1%
PIONEER VALLEY	REGIONAL HIGH	0	0.0%	10	4.4%	3	1.5%
PLYMOUTH-CARVER	PLYMOUTH-CARVER JR HIGH	44	4.0%	29	4.0%	-	-
	PLYMOUTH-NORTH HIGH	61	4.5%	74	5.4%	39	4.6%
	CARVER HIGH	0	0.0%	0	0.0%	3	0.7%
	PLYMOUTH-SOUTH HIGH	0	0.0%	0	0.0%	41	3.4%
	TOTAL	105	4.2%	103	4.9%	83	3.3%
QUABBIN	QUABBIN REGIONAL JR SR HIGH	27	4.9%	23	4.3%	13	2.7%
RALPH C MAHAR	REGIONAL HIGH	35	6.3%	32	6.3%	31	6.6%
SILVER LAKE	REGIONAL HIGH SCHOOL	88	4.7%	73	4.0%	56	3.2%
SOUTHERN BERKSHIRE	MT EVERETT REGIONAL	12	4.3%	8	2.9%	10	3.7%
SOUTHWICK-TOLLAND	SOUTHWICK HIGH	20	4.0%	39	8.7%	15	3.5%
SPENCER E BROOKFIELD	DAVID PROUTY HIGH	37	5.7%	32	5.3%	22	4.0%
TANTASQUA	TANTASQUA REG JR HIGH	7	3.9%	11	5.3%	11	5.8%
	TANTASQUA REG SR HIGH	38	7.0%	33	6.0%	35	6.5%
	TANTASQUA REG VOC	4	3.1%	16	12.3%	12	8.6%
	TOTAL	49	5.7%	60	6.7%	58	6.6%
TRITON	REGIONAL HIGH	28	3.4%	29	3.7%	24	3.3%
WACHUSETT	REGIONAL HIGH	42	2.5%	52	3.2%	43	2.7%
QUABOAG REGIONAL	REGIONAL HIGH	17	4.7%	16	4.8%	12	3.6%
WHITMAN-HANSON	REGIONAL HIGH	64	5.1%	33	2.9%	15	1.3%
ASSABET VALLEY	ASSABET VALLEY VOC TECH	46	3.9%	3	0.3%	0	0.0%
BLACKSTONE	BLACKSTONE VALLEY VOC TECH	39	4.3%	32	3.7%	30	3.7%
BLUE HILLS	BLUE HILLS REG VOC TECH	-	-	-	-	49	6.0%
BRISTOL-PLYMOUTH	BRISTOL-PLYMOUTH VOC-TECH	6	0.8%	5	0.7%	5	0.7%
CAPE COD	CAPE COD REGION VOC TECH	105	13.5%	66	10.1%	60	10.7%
FRANKLIN COUNTY	FRANKLIN COUNTY VOC TECH	65	10.6%	65	11.6%	39	7.5%
GREATER FALL RIVER	DIMAN REG VOC TECH	26	2.5%	25	2.4%	12	1.1%
GR LAWRENCE	GR LAWRENCE REG VOC TECH	114	7.3%	112	7.8%	85	6.0%
GR NEW BEDFORD	GR NEW BEDFORD VOC TECH	75	3.9%	111	6.0%	79	4.4%
GR LOWELL	GR LOWELL REG VOC TECH	114	5.2%	88	4.0%	163	7.2%
SOUTH MIDDLESEX	JOSEPH P KEEFE VOC TECH	49	5.4%	71	7.8%	77	9.5%
MINUTE MAN	MINUTE MAN VOC TECH	0	0.0%	0	0.0%	31	4.3%
MONTACHUSETT	MONTACHUSETT VOC TECH	62	6.1%	93	9.2%	99	9.5%

ANNUAL DROPOUT RATES BY SCHOOL AND DISTRICT

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		#	%	#	%	#	%
NORTHERN BERKSHIRE	CHARLES MCCANN VOC TECH	8	1.9%	5	1.3%	6	1.5%
NASHOBA VALLEY	NASHOBA VALLEY VOC TECH	24	3.5%	26	4.3%	19	3.6%
NORTHEAST METRO	NORTHEAST METRO VOC TECH	15	1.1%	-	-	15	1.2%
NORTH SHORE	NORTH SHORE VOC TECH	45	10.8%	54	14.4%	32	9.4%
OLD COLONY	OLD COLONY VOC TECH	17	3.2%	18	3.3%	18	3.4%
PATHFINDER	PATHFINDER VOC-TECH	21	4.7%	20	4.5%	29	5.9%
SHAWSHEEN VALLEY	SHAWSHEEN VALLEY VOC TECH	19	1.3%	111	8.2%	39	3.1%
SOUTHEASTERN	SOUTHEASTERN VOC TECH	25	2.0%	35	2.7%	29	2.3%
SOUTH SHORE	SO SHORE VOC TECH	12	2.3%	7	1.5%	25	5.0%
SOUTH WORCESTER	BAY PATH REG VOC TECH	26	2.8%	37	4.0%	63	7.2%
TRI COUNTY	TRI COUNTY REG VOC TECH	21	2.6%	31	4.2%	22	3.1%
UPPER CAPE COD	UPPER CAPE COD VOC TECH	24	4.6%	36	7.3%	14	3.1%
WHITTIER	WHITTIER REG VOC TECH	105	8.7%	94	8.1%	72	6.4%
BRISTOL COUNTY	BRISTOL COUNTY AGRI	13	5.4%	15	6.3%	12	4.6%
ESSEX AGR	ESSEX AGR&TECH INST	8	2.6%	11	3.4%	5	1.7%
NORFOLK COUNTY	NORFOLK COUNTY AGR	7	2.7%	4	1.4%	3	1.1%

Section VII: Projected 4-Year Dropout Rates by District

PROJECTED 4-YEAR DROPOUT RATES BY DISTRICT

DISTRICT	Class of 1990	Class of 1991	Class of 1992
ABINGTON	10%	9%	11%
AGAWAM	15%	21%	15%
AMESBURY	20%	13%	20%
ANDOVER	4%	5%	3%
ARLINGTON	9%	10%	3%
ASHLAND	6%	5%	2%
ATTLEBORO	29%	32%	29%
AUBURN	5%	10%	6%
AVON	6%	8%	3%
AYER	21%	17%	9%
BARNSTABLE	16%	18%	23%
BEDFORD	4%	5%	4%
BELCHERTOWN	21%	19%	14%
BELLINGHAM	9%	14%	10%
BELMONT	7%	3%	0%
BEVERLY	8%	10%	17%
BILLERICA	22%	17%	11%
BOSTON	46%	43%	37%
BOURNE	20%	12%	7%
BRAINTREE	11%	13%	11%
BROCKTON	28%	33%	31%
BROOKLINE	-	-	6%
BURLINGTON	7%	4%	2%
CAMBRIDGE	22%	22%	20%
CANTON	5%	5%	7%
CHATHAM	10%	4%	0%
CHELMSFORD	7%	8%	8%
CHELSEA	52%	51%	52%
CHICOPEE	25%	28%	27%
CLINTON	26%	20%	16%
COHASSET	9%	3%	1%
DANVERS	9%	10%	10%
DARTMOUTH	15%	14%	9%
DEDHAM	10%	10%	13%
DOUGLAS	22%	14%	13%

PROJECTED 4-YEAR DROPOUT RATES BY DISTRICT

DISTRICT	Class of 1990	Class of 1991	Class of 1992
DRACUT	10%	11%	10%
DUXBURY	6%	1%	2%
E BRIDGEWATER	8%	15%	9%
EASTHAMPTON	23%	33%	20%
E LONGMEADOW	12%	10%	16%
EASTON	4%	5%	6%
EVERETT	27%	13%	15%
FAIRHAVEN	15%	19%	14%
FALL RIVER	36%	37%	31%
FALMOUTH	12%	17%	26%
FITCHBURG	44%	31%	29%
FOXBOROUGH	12%	13%	14%
FRAMINGHAM	15%	14%	9%
FRANKLIN	7%	18%	9%
GARDNER	21%	19%	20%
GEORGETOWN	-	3%	1%
GLOUCESTER	30%	30%	22%
GRAFTON	16%	17%	10%
GRANBY	11%	12%	6%
GREENFIELD	26%	19%	18%
HADLEY	-	7%	0%
HANOVER	8%	2%	5%
HARVARD	1%	3%	1%
HARWICH	5%	8%	7%
HATFIELD	-	0%	0%
HAVERHILL	19%	27%	18%
HINGHAM	4%	4%	1%
HOLBROOK	19%	18%	9%
HOLLISTON	6%	3%	4%
HOLYOKE	30%	35%	29%
HOPEDALE	4%	6%	3%
HOPKINTON	10%	4%	2%
HUDSON	11%	12%	6%
HULL	25%	19%	23%
IPSWICH	4%	7%	5%

PROJECTED 4-YEAR DROPOUT RATES BY DISTRICT

DISTRICT	Class of 1990	Class of 1991	Class of 1992
LAWRENCE	45%	46%	44%
LEE	2%	8%	6%
LEICESTER	14%	9%	14%
LENOX	5%	16%	0%
LEOMINSTER	17%	25%	15%
LEXINGTON	3%	2%	4%
LITTLETON	11%	6%	10%
LONGMEADOW	5%	2%	4%
LOWELL	43%	50%	37%
LUDLOW	11%	8%	7%
LUNENBURG	9%	7%	4%
LYNN	30%	29%	37%
LYNNFIELD	3%	5%	3%
MALDEN	24%	31%	18%
MANCHESTER	-	5%	2%
MANSFIELD	15%	13%	14%
MARBLEHEAD	3%	3%	6%
MARLBOROUGH	19%	22%	0%
MARSHFIELD	9%	6%	9%
MAYNARD	7%	13%	5%
MEDFIELD	4%	0%	1%
MEDFORD	17%	20%	13%
MEDWAY	3%	4%	5%
MELROSE	4%	6%	4%
METHUEN	28%	23%	24%
MIDDLEBOROUGH	14%	14%	10%
MILFORD	16%	12%	8%
MILLBURY	11%	17%	17%
MILLIS	6%	7%	10%
MILTON	7%	2%	5%
MONSON	5%	16%	10%
NANTUCKET	12%	-	1%
NATICK	7%	11%	9%
NEEDHAM	4%	2%	8%
NEW BEDFORD	31%	32%	32%

PROJECTED 4-YEAR DROPOUT RATES BY DISTRICT

DISTRICT	Class of 1990	Class of 1991	Class of 1992
NEWBURYPORT	10%	16%	11%
NEWTON	14%	11%	7%
NORTH ADAMS	32%	30%	23%
NORTHAMPTON	18%	18%	16%
N ANDOVER	6%	8%	4%
N ATTLEBORO	13%	11%	18%
NORTHBRIDGE	23%	21%	19%
N BROOKFIELD	19%	20%	17%
N READING	7%	8%	4%
NORTON	21%	18%	16%
NORWELL	-	5%	2%
NORWOOD	10%	11%	9%
OXFORD	13%	19%	9%
PALMER	11%	10%	2%
PEABODY	18%	20%	15%
PITTSFIELD	24%	19%	24%
PROVINCETOWN	5%	11%	17%
QUINCY	21%	18%	12%
RANDOLPH	13%	17%	13%
READING	14%	7%	4%
REVERE	16%	22%	18%
ROCKLAND	12%	20%	10%
ROCKPORT	16%	15%	9%
SALEM	30%	28%	29%
SANDWICH	4%	5%	4%
SAUGUS	9%	4%	3%
SCITUATE	4%	6%	11%
SEEKONK	5%	11%	6%
SHARON	4%	4%	4%
SHREWSBURY	15%	15%	10%
SOMERSET	8%	8%	10%
SOMERVILLE	31%	31%	17%
SOUTHBRIDGE	28%	30%	34%
S HADLEY	10%	11%	9%
SPRINGFIELD	36%	43%	40%

PROJECTED 4-YEAR DROPOUT RATES BY DISTRICT

DISTRICT	Class of 1990	Class of 1991	Class of 1992
STONEHAM	9%	12%	9%
STOUGHTON	13%	16%	16%
SUTTON	18%	17%	12%
SWAMPSCOTT	5%	6%	3%
SWANSEA	19%	15%	18%
TAUNTON	31%	39%	42%
TEWKSBURY	14%	10%	9%
TYNGSBOROUGH	6%	6%	13%
UXBRIDGE	22%	28%	22%
WAKEFIELD	0%	4%	3%
WALPOLE	3%	5%	2%
WALTHAM	18%	20%	18%
WARE	20%	23%	15%
WAREHAM	35%	16%	18%
WATERTOWN	13%	17%	6%
WAYLAND	2%	2%	5%
WEBSTER	4%	8%	10%
WELLESLEY	2%	3%	0%
WESTBOROUGH	3%	2%	2%
W BOYLESTON	-	2%	3%
W BRIDGEWATER	9%	11%	8%
WESTFIELD	17%	16%	16%
WESTFORD	8%	9%	2%
WESTON	2%	2%	3%
WESTPORT	19%	18%	16%
W SPRINGFIELD	28%	-	19%
WESTWOOD	3%	4%	4%
WEYMOUTH	14%	12%	12%
WILMINGTON	7%	9%	5%
WINCHENDON	16%	18%	26%
WINCHESTER	5%	8%	4%
WINTHROP	7%	5%	3%
WOBURN	6%	8%	11%
WORCESTER	39%	39%	42%
SMITH	13%	14%	14%

PROJECTED 4-YEAR DROPOUT RATES BY DISTRICT

DISTRICT	Class of 1990	Class of 1991	Class of 1992
WORCESTER TRADE	11%	16%	18%
ACTON-BOXBOROUGH	2%	4%	3%
ADAMS-CHESHIRE	19%	7%	13%
AMHERST-PELHAM	6%	11%	8%
ASHBURNHAM-WESTMINSTER	13%	8%	12%
ATHOL-ROYALSTON	23%	26%	17%
BERKSHIRE HILLS	12%	16%	8%
BERLIN-BOYLESTON	5%	2%	4%
BLACKSTONE-MILLVILLE	12%	18%	21%
BRIDGEWATER-RAYNHAM	15%	16%	17%
CENTRAL BERKSHIRE	5%	13%	11%
CONCORD-CARLISLE	5%	6%	6%
DENNIS-YARMOUTH	24%	22%	23%
DIGHTON-REHOBOTH	13%	13%	13%
DOVER-SHERBORN	4%	2%	1%
DUDLEY-CHARLETON	15%	12%	20%
NAUSET	15%	12%	6%
FREETOWN-LAKEVILLE	14%	19%	17%
FRONTIER	8%	7%	5%
GATEWAY	15%	23%	14%
GROTON-DUNSTABLE	4%	2%	3%
GILL-MONTAGUE	19%	26%	22%
HAMILTON-WENHAM	1%	1%	6%
HAMPDEN-WILBRAHAM	10%	11%	6%
HAMPSHIRE	10%	5%	7%
KING PHILIP	10%	12%	8%
LINCOLN-SUDBURY	3%	-	2%
MARTHAS VINEYARD	9%	15%	6%
MASCONOMET	6%	8%	7%
MENDON-UPTON	11%	4%	3%
MT GREYLOCK	6%	6%	10%
MOHAWK TRAIL	6%	21%	17%
NARRAGANSETT	17%	12%	9%
NASHOBA	6%	6%	5%
NORTHBORO-SOUTHBORO	12%	14%	7%

PROJECTED 4-YEAR DROPOUT RATES BY DISTRICT

DISTRICT	Class of 1990	Class of 1991	Class of 1992
NORTH MIDDLESEX	20%	13%	15%
OLD ROCHESTER	10%	7%	8%
PENTUCKET	7%	9%	6%
PIONEER VALLEY	-	16%	6%
PLYMOUTH-CARVER	16%	18%	13%
QUABBIN	18%	16%	10%
RALPH C MAHAR	24%	23%	24%
SILVER LAKE	17%	15%	12%
SOUTHERN BERKSHIRE	-	11%	14%
SOUTHWICK-TOLLAND	15%	31%	14%
SPENCER E BROOKFIELD	20%	19%	15%
TANTASQUA	21%	24%	23%
TRITON	13%	14%	12%
WACHUSETT	9%	11%	10%
QUABOAG REGIONAL	17%	18%	15%
WHITMAN-HANSON	19%	11%	5%
ASSABET VALLEY	15%	1%	-
BLACKSTONE	16%	14%	14%
BLUE HILLS	1%	-	22%
BRISTOL-PLYMOUTH	3%	3%	3%
CAPE COD	44%	35%	37%
FRANKLIN COUNTY	37%	39%	27%
GREATER FALL RIVER	24%	9%	5%
GR LAWRENCE	27%	29%	23%
GR NEW BEDFORD	15%	22%	17%
GR LOWELL	19%	15%	25%
SOUTH MIDDLESEX	20%	28%	32%
MINUTE MAN	-	-	15%
MONTACHUSETT	23%	32%	33%
NORTHERN BERKSHIRE	8%	5%	5%
NASHOBA VALLEY	13%	16%	13%
NORTHEAST METRO	5%	-	5%
NORTH SHORE	36%	46%	33%
OLD COLONY	13%	12%	13%
PATHFINDER	17%	16%	23%

PROJECTED 4-YEAR DROPOUT RATES BY DISTRICT

DISTRICT	Class of 1990	Class of 1991	Class of 1992
SHAWSHEEN VALLEY	5%	29%	12%
SOUTHEASTERN	8%	11%	9%
SOUTH SHORE	9%	5%	19%
SOUTH WORCESTER	11%	15%	26%
TRI COUNTY	9%	16%	12%
UPPER CAPE COD	18%	26%	11%
WHITTIER	31%	28%	23%
BRISTOL COUNTY	21%	24%	16%
ESSEX AGR	11%	14%	7%
NORFOLK COUNTY AGR	10%	6%	5%

MASSACHUSETTS DEPARTMENT OF EDUCATION

KINDS OF COMMUNITIES AND REGIONAL SCHOOL DISTRICTS

Urbanized Centers		Economically-Developed Suburbs		Growth Communities		Residential Suburbs		Rural Economic Centers		Small Rural Communities	Resort/ Retirement/ Artistic
ATTLEBORO	BRISTOL PLYMOUTH	ACTON	WALPOLE	ACUSHNET	DENNIS YARMOUTH	BERLIN	WESTHAMPTON	ABINGTON	TEMPLETON	ASHBURNHAM	ALFORD
AYER	GREATER FALL RIVER	ANDOVER	WELLESLEY	AMHERST	FREETOWN LAKEVILLE	BOLTON	WESTON	ACUSHNET	WEBSTER	ASHBY	ASHFIELD
BOSTON	GREATER LAWRENCE	ARLINGTON	WESTBOROUGH	BARNSTABLE	NEW SALEM WENDELL	BOXBOROUGH	WILBRAHAM	ADAMS	WARE	BECKET	BREWSTER
BROCKTON	GREATER NEW BEDFORD	ASHLAND	WEST BOYLSTON	BELCHERTOWN	OLD ROCHESTER	BRIDGEWATER	--REGIONALS--	AMESBURY	WARREN	BERKLEY	CHATHAM
CAMBRIDGE	GREATER LOWELL	AUBURN	WESTWOOD	BELLINGHAM	PLYMOUTH CARVER	CARLISLE	BERLIN BOYLSTON	ATHOL	WEST BRIDGEWATER	BLANDFORD	CHILMARK
CHELSEA	MONTACHUSETT	AVON	WEYMOUTH	BOURNE	SILVER LAKE	CONCORD	BOVER SHERBORN	BARRE	WEST BROOKFIELD	BRIMFIELD	CONWAY
CHICOPEE	NORTHERN BERKSHIRE	BEDFORD	WILMINGTON	BRIDGEWATER	TANTASQUA	DOVER	GROTON DUNSTABLE	BERNARDSTON	WHITMAN	CHARLEMONT	CUMMINGTON
CLINTON	SOUTHEASTERN	BELMONT	WINCHESTER	CARVER	TRITON	DUNSTABLE	HAMILTON WENHAM	BLACKSTONE	WILLIAMSBURG	CHARLTON	DENNIS
EVERETT	SOUTHERN WORCESTER	BEVERLY	WOBURN	DARTMOUTH	CAPE COD	DUXBURY	HAMPDEN WILBRAHAM	BROOKFIELD	WINCHENDON	CHESTERFIELD	EASTHAM
FAIRHAVEN	WHITTIER	BILLERICA	--REGIONALS--	DRACUT	OLD COLONY	EASTON	KING PHILIP	BUCKLAND	WINTHROP	DOUGLAS	EDGARTOWN
FALL RIVER	BRISTOL COUNTY	BRAINTREE	ACTON BOXBOROUGH	EAST BRIDGEWATER	UPPER CAPE COD	GEORGETOWN	LINCOLN SUDBURY	CHESHIRE	WRENTHAM	FLORIDA	ERVING
FITCHBURG		BROOKLINE	CONCORD CARLISLE	FALMOUTH		GROTON	NARAGANSETT	CHESTER	--REGIONALS--	GOSHEN	ESSEX
GARDNER		BURLINGTON	NORTHBORO SOUTHBORO	FREETOWN		GROVELAND	NEHOBA UPTON	CLARKSBURG	ADAMS CHESHIRE	GRANVILLE	GAY HEAD
GLOUCESTER		CANTON	ASSABET VALLEY	GRANBY		HAMILTON	NASHOBA	COLRAIN	ATHOL ROYALSTON	HALIFAX	GOSHOLD
GREAT BARRINGTON		CHELMSFORD	BLUE HILLS	HANSON		HAMPDEN	PENTUCKET	DALTON	BLACKSTONE-MILVL	HAMCOCK	HADLEY
GREENFIELD		CONCORD	QUINOBIN	HARVARD		HANOVER	VALLEY	DEERFIELD	BOCKLAND SHELBURNE	HEATH	HAVLEY
HAVERHILL		DANVERS	SOUTH MIDDLESEX	HARWICH		HINGHAM		DIGHTON	CENTRAL BERKSHIRE	HOLLAND	IPSWICH
HOLYOKE		DEDHAM	NINUTEMAN -	KINGSTON		HOLDEN		DUDLEY	DUDLEY CHARLTON	HUBBARDSTON	LEVERETT
LAWRENCE		EAST LONGMEADOW	HASHOBA VALLEY	LANCASTER		HOLLISTON		EAST BROOKFIELD	FRONTIER	HUNTINGTON	MONTEREY
LEOMINSTER		FOXBOROUGH	NORTHEAST METRO	LENOX		HOPKINTON		EASTHAMPTON	GILL MONTAGUE	LAKEVILLE	NANANT
LOWELL		FRANKLIN	NORTH SHORE	LUDLOW		LINCOLN		ERVING	MOHAWK TRAIL	LANESBOROUGH	NANTUCKET
LYNN		GRAFTON	SHAWSHEEN VALLEY	LUNENBURG		LONGMEADOW		GILL	NARRAGANSETT	LEYDEN	NEW ASHFORD
MALDEN		HOLBROOK	TRI COUNTY	NANSFIELD		LYNNFIELD		HADLEY	PIONEER	MIDDLEFIELD	NEW MARLBOROUGH
MAYNARD		HUDSON	ESSEX COUNTY	NARION		NANCHESTER		HATFIELD	QUABBIN	NT WASHINGTON	OAK BLUFFS
MEDFORD		LEXINGTON	NORFOLK COUNTY	NASHPEE		NARSHFIELD		HERSDALE	RALPH C NAHAR	NEWBURY	ORLEANS
NETHUEN		LITTLETON		NATTAPOISETT		NEDFIELD		HOPEDALE	SPENCER-E BRKFLD	NEW SALEM	ROCKPORT
NILFORD		NARBLEHEAD		NORTON		NEDWAY		HULL	WARREN-W BRKFLD	OAKNAN	ROVE
NEW BEDFORD		NARLBOROUGH		PEMBROKE		NENDON		LEE	WHITNAN HANSON	OTIS	SANDISFIELD
NORTH ADAMS		NELROSE		PLAINVILLE		NILLIS		LEICESTER	BLACKSTONE VALLEY	PEPPERELL	SHEFFIELD
NORTHAMPTON		NIDDLETON		PLYMOUTH		NONTGONERY		NEDWAC	FRANKLIN COUNTY	PERU	SHUTESBURY
PITTSFIELD		NILTON		PLYNPTON		NORFOLK		NIDDLEBOROUGH	PATHFINDER	PETERSHAN	STOCKBRIDGE
PROVINCETOWN		NATICK		RAYNHAN		NORTH READING		NILLBURY	SOUTH SHORE	PHILLIPSTON	TISBURY
QUINCY		NEDHAN		ROCHESTER		NORWELL		NILLVILLE		PLAINFIELD	TRURO
REVERE		NEWTON		ROWLEY		PAXTON		NONSON		REHOBOTH	TYRINGHAN
SALEM		NORTH ANDOVER		SALISBURY		PELHAN		NORSON		ROYALSTON	UPTON
SOMERVILLE		NORTHBOROUGH		SCITUATE		PRINCETON		NONTAGUE		RUTLAND	WELLFLEET
SOUTHBRIDGE		NORWOOD		SOUTHWICK		RICHMOND		NEW BRAINTREE		SAVOY	WEST STOCKBRIDGE
SPRINGFIELD		PEABODY		STURBRIDGE		SANDWICH		NEWBURYPORT		SOUTHAMPTON	WEST TISBURY
TAUNTON		RANDOLPH		SUNDERLAND		SCITUATE		NORTH ATTLEBOROUGH		SUTTON	WHATELY
WALTHAM		READING		SWANSEA		SHARON		NORTHBRIDGE		TOLLAND	WILLIAMSTOWN
WATERTOWN		SAUGUS		TYNGSBOROUGH		SHERBORN		NORTH BROOKFIELD		TOWNSEND	WINDSOR
WEBSTER		SHREWSBURY		WAREHAN		SOUTHBOROUGH		NORTHFIELD		WALES	--REGIONALS--
WESTFIELD		SOMERSET		WENDELL		STERLING		ORANGE		WARWICK	NANSET
WEST SPRINGFIELD		SOUTH HADLEY		WESTMINSTER		STOW		OXFORD		WASHINGTON	NARTHAS VINEYARD
WORCESTER		STONEHAM		WESTPORT		SUDBURY		PALNER		WEST NEWBURY	NOUNT GREYLOCK
--REGIONALS--		STOUGHTON		YARMOUTH		TOPSFIELD		ROCKLAND		WORTHINGTON	SOUTHERN BERKSH
LAWRENCE VOCATIONAL		WAYLAND		--REGIONALS--		WATLAND		RUSSELL		--REGIONALS--	
NORTHAMPTON SMITH		WEYMOUTH		AMHERST PELHAN		WENHAM		SHELBURNE		DIGHTON REHTH	
WORCESTER TRADE		WILMINGTON		ASHBURNHAM WESTMINSTER		WESTFORD		SHIRLEY		GATEWAY	
BERKSHIRE HILLS		WAKEFIELD		BRIDGEWATER RAYNHAN				SPENCER		HAMPSHIRE	
										HAVLEMONT	
										NORTH NIDDLESEX	

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